

OVERVIEW OF COUNTRY RESULTS IN TALIS¹: SLOVENIA

Teachers' perceptions of their own effectiveness (self efficacy) and job satisfaction

- In **Slovenia**, teacher self-efficacy and job satisfaction are above the TALIS average [Figure 4.15].

Quality of the classroom environment

- On average classroom disciplinary climate is viewed rather positively by teachers in **Slovenia** and the percentage of lesson time lost to disruptive student behaviour or administrative issues is relatively low compared to other 23 countries [Figures 4.9 and 4.11].

Professional development of teachers

- Almost 97% of teachers participate in professional development activities in the survey period (18 months) (TALIS average= 89%) [Table 3.1].
- Average number of days of development taken was 8.3 days, well below the TALIS average of 15.3 days [Table 3.1].
- Almost 85% of teachers in **Slovenia** paid nothing for the development they received (TALIS average= 65%) and a relatively high percentage - 79% - received scheduled time allocation for undertaking the development (TALIS average= 63%) [Table 3.5].
- Unsatisfied demand for more development is well below the average for **Slovenia**: 35% teachers wanted more development than they received (TALIS average= 55%) [Table 3.3].
- The areas of greatest development need for teachers in **Slovenia**, as in almost all other countries was teaching students with special learning needs (40% of teachers report this; TALIS average=31%) and student discipline and behaviour problems (32% compared with TALIS average of 21%) [Table 3.4].

Teaching beliefs, practices and attitudes

- As in almost all countries teachers in **Slovenia** predominantly see their role as a facilitator of active learning by students who seek out solutions for themselves (constructivist beliefs) as opposed to a role in transmitting knowledge and providing correct solutions about teaching (direct transmission beliefs), though the strength of preference in **Slovenia** is medium compared to other countries [Figure 4.2].
- In terms of practices, teachers in **Slovenia** as in all countries reported using practices aimed at ensuring learning is well structured ("structuring practices") more often than they used student-oriented practices, such as adapting teaching to individual needs. Both of these teaching practices are used more often than activities such as project work ("enhanced activities") [Figure 4.4].
- In **Slovenia**, as is the case for all countries, co-operation by teachers takes the form of exchanging and co-ordinating ideas and information more often than direct professional

¹ Based on reports from teachers of lower secondary education and the principals of their schools.

collaboration such as team teaching. This relative use of professional collaboration in **Slovenia** is low compared to teachers in other countries [Figure 4.7].

Teacher appraisal, feedback and school evaluation

- Only 7% of teachers in **Slovenia** had not received feedback or appraisal in their school (7th lowest of the 23 countries) and 16% of teachers are in schools that had no evaluation (external or self-evaluation) in the last 5 years [Figure 5.3].
- Of those teachers receiving appraisal/feedback, almost 50% reported that it resulted in a development plan to improve their teaching. This percentage is above the TALIS average (37%) [Figure 5.6].
- In terms of the general impact of appraisal and feedback in their school, in **Slovenia** around one third of teachers report that they will receive some reward (monetary or non-monetary) for improving the quality of their work or being innovative in their teaching, above the TALIS averages of 25% [Table 5.9].
- Furthermore, only 9% of teachers believe that a teacher will be dismissed for sustained poor performance in their school (TALIS average= 28%), the lowest rate amongst the 23 countries [Table 5.9].

School leadership

- School principals in **Slovenia** tend towards a high instructional leadership compared to the others countries [Table 6.3].
- As in a number of countries, where instructional leadership is more frequently practiced in **Slovenia**, teacher appraisals and feedback are more likely to recognise teachers' participation in professional development [Table 6.9].

Job experience for teachers

- Length of experience of teachers in **Slovenia** is above the TALIS average: the percentage of teachers working for 20 years or more= 45% (TALIS average =36%) [Table 2.3].

Teacher behaviours hindering instruction

- Teacher absenteeism is a relatively serious problem in **Slovenia**: 39% of teachers are in schools where the principal reports this hindering instruction a lot or to some extent (TALIS average 26%) [Table 2.8].